



August 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2009  
Code: 12451687  
SAU: MSAD 51  
School: Greely High School

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
Critical Reading Results .....	4-5
Mathematics Results .....	6-7
Writing Results .....	8-9
Science Results .....	10-11

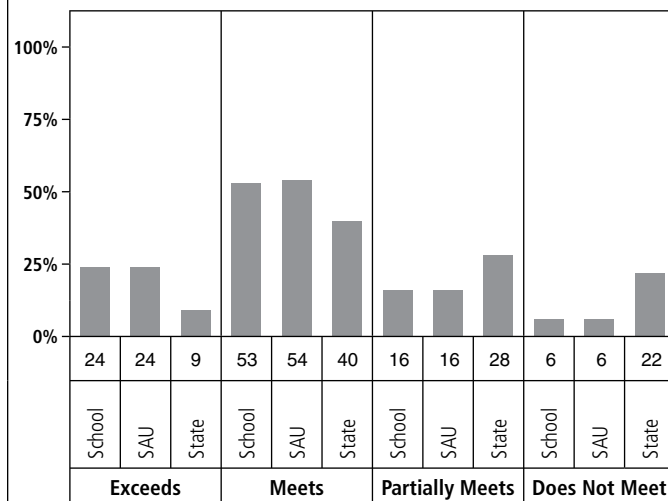
# SUMMARY OF SCORES

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

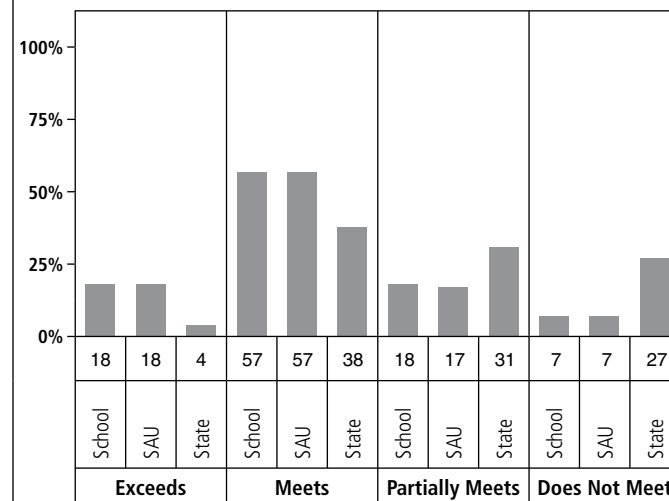
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b>			
2006–2007	1152	1153	1141
2007–2008	1150	1150	1141
<b>2008–2009</b>	<b>1151</b>	<b>1151</b>	<b>1141</b>
Cum Average*	1151	1151	1141
<b>Mathematics</b>			
2006–2007	1148	1148	1140
2007–2008	1147	1147	1141
<b>2008–2009</b>	<b>1150</b>	<b>1150</b>	<b>1141</b>
Cum Average*	1148	1148	1141
<b>Writing</b>			
2006–2007	1154	1154	1141
2007–2008	1151	1151	1140
<b>2008–2009</b>	<b>1153</b>	<b>1153</b>	<b>1140</b>
Cum Average*	1153	1153	1140
<b>Science</b> <b>2008–2009**</b>	<b>1148</b>	<b>1148</b>	<b>1140</b>

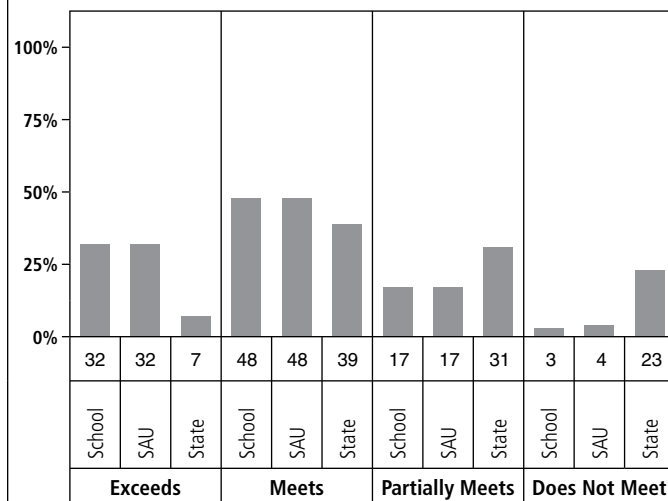
## CRITICAL READING



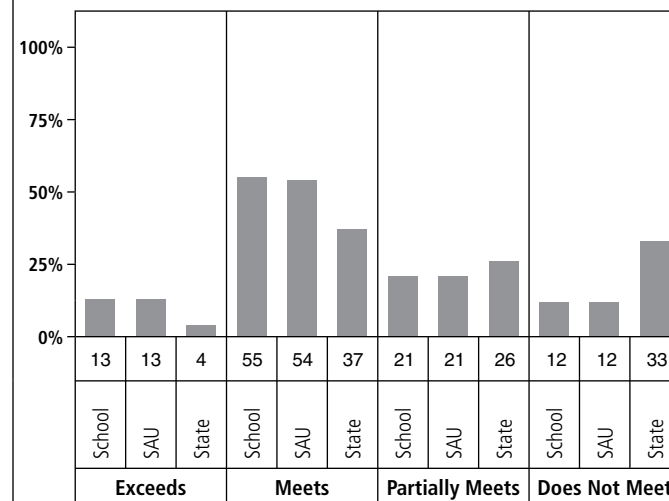
## MATHEMATICS



## WRITING



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science standards were reset in May 2009, no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	179	100	177	100	15632	100	175	98	173	98	14928	96	178	99	176	99	15274	98	175	98	173	98	14926	96	175	98	173	98	15079	97
Ethnicity African American/Black	0	0	0	0	341	2	0	0	0	0	310	91	0	0	0	0	322	95	0	0	0	0	309	91	0	0	0	0	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	2	1	2	1	241	2	2	100	2	100	221	92	2	100	2	100	229	95	2	100	2	100	221	92	2	100	2	100	227	94
Hispanic	0	0	0	0	166	1	0	0	0	0	156	94	0	0	0	0	162	98	0	0	0	0	156	94	0	0	0	0	155	93
Caucasian/White	177	99	175	99	14773	95	173	98	171	98	14140	96	176	99	174	99	14454	98	173	98	171	98	14139	96	173	98	171	98	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	9	5	9	5	2327	15	9	100	9	100	2108	91	9	100	9	100	2200	95	9	100	9	100	2099	91	8	89	8	89	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	8	4	8	5	4634	30	8	100	8	100	4263	92	8	100	8	100	4451	96	8	100	8	100	4262	92	8	100	8	100	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N %		N %		N %		N %		N %		N %		N %		N %		N %		N %		N %		N %	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	164	92	162	92	13079	84	167	93	165	93	13417	86	164	92	162	92	13084	84	166	93	164	93	13288	85
Identified disability (PET/IEP)	2	1	2	1	727	6	2	1	2	1	814	6	2	1	2	1	725	6	2	1	2	1	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	0	0	0	0	238	2	0	0	0	0	245	2	0	0	0	0	238	2	0	0	0	0	241	2
Participation with accommodations	9	5	9	5	1626	10	9	5	9	5	1636	10	9	5	9	5	1624	10	7	4	7	4	1579	10
Identified disability (PET/IEP)	5	56	5	56	1158	71	5	56	5	56	1165	71	5	56	5	56	1156	71	4	57	4	57	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	4	44	4	44	360	22	4	44	4	44	360	22	4	44	4	44	360	22	3	43	3	43	345	22
Participation through alternate assessment (PAAP)	2	1	2	1	223	1	2	1	2	1	221	1	2	1	2	1	218	1	2	1	2	1	212	1
Identified disability (PET/IEP)	2	100	2	100	223	100	2	100	2	100	221	100	2	100	2	100	218	100	2	100	2	100	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	4	2	4	2	680	4	1	1	1	1	324	2	4	2	4	2	682	4	4	2	4	2	527	3

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2009  
 SAU: MSAD 51  
 School: Greely High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	51	29	52	30	1168	8
	2007-2008	34	20	34	21	1184	8
	<b>2008-2009</b>	<b>42</b>	<b>24</b>	<b>41</b>	<b>24</b>	<b>1339</b>	<b>9</b>
	Cum. Total*	127	25	127	25	3691	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	84	48	84	48	5714	38
	2007-2008	92	55	92	56	5885	40
	<b>2008-2009</b>	<b>92</b>	<b>53</b>	<b>92</b>	<b>54</b>	<b>5897</b>	<b>40</b>
	Cum. Total*	268	52	268	52	17496	40
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	30	17	30	17	4728	31
	2007-2008	29	17	26	16	4093	28
	<b>2008-2009</b>	<b>28</b>	<b>16</b>	<b>27</b>	<b>16</b>	<b>4169</b>	<b>28</b>
	Cum. Total*	87	17	83	16	12990	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	10	6	10	6	3444	23
	2007-2008	12	7	12	7	3417	23
	<b>2008-2009</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>3255</b>	<b>22</b>
	Cum. Total*	33	6	33	6	10116	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	173	42	24	92	53	28	16	11	6	1151	171	24	54	16	6	1151	14660	9	40	28	22	1141
<b>Ethnicity</b>																						
African American/Black	0										0						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	2										2						219	11	34	28	26	1141
Hispanic	0										0						151	3	34	33	30	1137
Caucasian/White	171	42	25	92	54	27	16	10	6	1152	169	24	54	15	6	1152	13887	9	41	28	21	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	3	43	0	0	4	57	1131	7	0	43	0	57	1131	1865	1	11	24	64	1127
No	166	42	25	89	54	28	17	7	4	1152	164	25	54	16	4	1152	12795	10	45	29	16	1143
<b>Current LEP</b>																						
Yes	0										0						225	0	9	22	68	1126
No	173	42	24	92	53	28	16	11	6	1151	171	24	54	16	6	1151	14435	9	41	29	21	1141
<b>Economically disadvantaged</b>																						
Yes	8	1	13	3	38	3	38	1	13	1144	8	13	38	38	13	1144	4120	3	30	32	35	1136
No	165	41	25	89	54	25	15	10	6	1152	163	25	55	15	6	1152	10540	11	44	27	17	1143
<b>Migrant</b>																						
Yes	0										0						3					
No	173	42	24	92	53	28	16	11	6	1151	171	24	54	16	6	1151	14657	9	40	28	22	1141
<b>Gender</b>																						
Female	91	20	22	47	52	17	19	7	8	1151	89	21	53	18	8	1151	7098	10	43	29	18	1142
Male	82	22	27	45	55	11	13	4	5	1152	82	27	55	13	5	1152	7562	9	37	28	26	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	28	28	41	1135
No	173	42	24	92	53	28	16	11	6	1151	171	24	54	16	6	1151	14369	9	40	28	22	1141
<b>Gifted/talented program</b>																						
Yes	0										0						520	52	45	3	1	1161
No	173	42	24	92	53	28	16	11	6	1151	171	24	54	16	6	1151	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

## STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	24	13	24	13	578	4
	2007-2008	21	13	21	13	637	4
	<b>2008-2009</b>	<b>31</b>	<b>18</b>	<b>31</b>	<b>18</b>	<b>596</b>	<b>4</b>
	Cum. Total*	76	15	76	15	1811	4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	93	52	94	53	5481	36
	2007-2008	87	52	87	53	5508	37
	<b>2008-2009</b>	<b>101</b>	<b>57</b>	<b>100</b>	<b>57</b>	<b>5674</b>	<b>38</b>
	Cum. Total*	281	54	281	54	16663	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	49	28	49	27	4754	31
	2007-2008	45	27	43	26	5065	34
	<b>2008-2009</b>	<b>31</b>	<b>18</b>	<b>30</b>	<b>17</b>	<b>4622</b>	<b>31</b>
	Cum. Total*	125	24	122	24	14441	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	12	7	12	7	4607	30
	2007-2008	15	9	14	8	3660	25
	<b>2008-2009</b>	<b>13</b>	<b>7</b>	<b>13</b>	<b>7</b>	<b>4116</b>	<b>27</b>
	Cum. Total*	40	8	39	8	12383	27

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	176	31	18	101	57	31	18	13	7	1150	174	18	57	17	7	1150	15008	4	38	31	27	1141
<b>Ethnicity</b>																						
African American/Black	0										0						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	2										2						227	11	41	28	21	1144
Hispanic	0										0						157	1	27	25	46	1136
Caucasian/White	174	31	18	100	57	31	18	12	7	1150	172	18	58	17	7	1150	14203	4	39	31	27	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	2	29	4	57	1135	7	0	14	29	57	1135	1959	0	7	19	73	1130
No	169	31	18	100	59	29	17	9	5	1150	167	19	59	17	5	1151	13049	5	42	33	21	1142
<b>Current LEP</b>																						
Yes	0										0						239	0	14	24	62	1132
No	176	31	18	101	57	31	18	13	7	1150	174	18	57	17	7	1150	14769	4	38	31	27	1141
<b>Economically disadvantaged</b>																						
Yes	8	0	0	2	25	3	38	3	38	1139	8	0	25	38	38	1139	4306	1	24	33	42	1136
No	168	31	18	99	59	28	17	10	6	1150	166	19	59	16	6	1150	10702	5	43	30	21	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	176	31	18	101	57	31	18	13	7	1150	174	18	57	17	7	1150	15004	4	38	31	27	1141
<b>Gender</b>																						
Female	94	12	13	55	59	20	21	7	7	1148	92	13	59	21	8	1148	7248	3	38	33	27	1140
Male	82	19	23	46	56	11	13	6	7	1152	82	23	56	13	7	1152	7760	5	38	29	28	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						293	1	23	37	39	1137
No	176	31	18	101	57	31	18	13	7	1150	174	18	57	17	7	1150	14715	4	38	31	27	1141
<b>Gifted/talented program</b>																						
Yes	0										0						521	31	63	4	2	1157
No	176	31	18	101	57	31	18	13	7	1150	174	18	57	17	7	1150	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	57	33	58	33	937	6
	2007-2008	38	23	38	23	962	7
	<b>2008-2009</b>	<b>55</b>	<b>32</b>	<b>54</b>	<b>32</b>	<b>1062</b>	<b>7</b>
	Cum. Total*	150	29	150	29	2961	7
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	84	48	84	48	6167	41
	2007-2008	88	53	87	53	5564	38
	<b>2008-2009</b>	<b>83</b>	<b>48</b>	<b>82</b>	<b>48</b>	<b>5706</b>	<b>39</b>
	Cum. Total*	255	50	253	50	17437	39
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	26	15	26	15	4723	31
	2007-2008	32	19	30	18	4679	32
	<b>2008-2009</b>	<b>29</b>	<b>17</b>	<b>29</b>	<b>17</b>	<b>4487</b>	<b>31</b>
	Cum. Total*	87	17	85	17	13889	31
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	8	5	8	5	3227	21
	2007-2008	9	5	9	5	3376	23
	<b>2008-2009</b>	<b>6</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>3408</b>	<b>23</b>
	Cum. Total*	23	4	23	5	10011	23



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	173	55	32	83	48	29	17	6	3	1153	171	32	48	17	4	1153	14663	7	39	31	23	1140
<b>Ethnicity</b>																						
African American/Black	0										0						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	2										2						219	10	37	27	26	1141
Hispanic	0										0						151	4	29	32	35	1135
Caucasian/White	171	55	32	82	48	29	17	5	3	1154	169	32	48	17	3	1154	13891	7	40	31	23	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	1	14	3	43	3	43	1131	7	0	14	43	43	1131	1861	0	8	21	71	1125
No	166	55	33	82	49	26	16	3	2	1154	164	33	49	16	2	1154	12802	8	43	32	16	1142
<b>Current LEP</b>																						
Yes	0										0						224	0	8	28	64	1127
No	173	55	32	83	48	29	17	6	3	1153	171	32	48	17	4	1153	14439	7	39	31	23	1140
<b>Economically disadvantaged</b>																						
Yes	8	0	0	5	63	3	38	0	0	1147	8	0	63	38	0	1147	4121	2	27	33	38	1134
No	165	55	33	78	47	26	16	6	4	1154	163	33	47	16	4	1154	10542	9	44	30	18	1142
<b>Migrant</b>																						
Yes	0										0						3					
No	173	55	32	83	48	29	17	6	3	1153	171	32	48	17	4	1153	14660	7	39	31	23	1140
<b>Gender</b>																						
Female	91	32	35	42	46	14	15	3	3	1155	89	35	46	16	3	1154	7103	9	43	31	17	1143
Male	82	23	28	41	50	15	18	3	4	1152	82	28	50	18	4	1152	7560	6	35	30	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						291	3	25	36	35	1135
No	173	55	32	83	48	29	17	6	3	1153	171	32	48	17	4	1153	14372	7	39	30	23	1140
<b>Gifted/talented program</b>																						
Yes	0										0						520	43	52	3	1	1159
No	173	55	32	83	48	29	17	6	3	1153	171	32	48	17	4	1153	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	2008-2009*	22	13	22	13	602	4
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	2008-2009*	95	55	93	54	5431	37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	2008-2009*	36	21	36	21	3876	26
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	2008-2009*	20	12	20	12	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	30.59	54.6	30.53	54.5	22.76	40.6
D. The Physical Setting	34	61	17.56	51.6	17.55	51.6	13.63	40.1
D1/D2 Earth/Space	14	25	7.09	50.6	7.11	50.8	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	10.47	52.4	10.44	52.2	7.58	37.9
E. The Living Environment	22	39	13.03	59.2	12.98	59.0	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009  
SAU: MSAD 51  
School: Greely High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	173	22	13	95	55	36	21	20	12	1148	171	13	54	21	12	1148	14867	4	37	26	33	1140
<b>Ethnicity</b>																						
African American/Black	0										0						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	2										2						225	5	40	20	36	1141
Hispanic	0										0						152	2	23	18	57	1136
Caucasian/White	171	22	13	95	56	36	21	18	11	1148	169	13	55	21	11	1148	14077	4	37	26	32	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	6	0	0	2	33	2	33	2	33	1140	6	0	33	33	33	1140	1928	0	9	18	72	1131
No	167	22	13	93	56	34	20	18	11	1148	165	13	55	21	11	1148	12939	5	41	27	28	1142
<b>Current LEP</b>																						
Yes	0										0						234	0	10	11	79	1129
No	173	22	13	95	55	36	21	20	12	1148	171	13	54	21	12	1148	14633	4	37	26	33	1140
<b>Economically disadvantaged</b>																						
Yes	8	1	13	2	25	2	25	3	38	1141	8	13	25	25	38	1141	4264	2	24	26	47	1136
No	165	21	13	93	56	34	21	17	10	1148	163	13	56	21	10	1148	10603	5	41	26	28	1142
<b>Migrant</b>																						
Yes	0										0						4					
No	173	22	13	95	55	36	21	20	12	1148	171	13	54	21	12	1148	14863	4	37	26	33	1140
<b>Gender</b>																						
Female	94	5	5	47	50	25	27	17	18	1144	92	5	49	27	18	1144	7179	2	32	29	37	1139
Male	79	17	22	48	61	11	14	3	4	1152	79	22	61	14	4	1152	7688	6	40	23	30	1142
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						287	2	23	26	49	1136
No	173	22	13	95	55	36	21	20	12	1148	171	13	54	21	12	1148	14580	4	37	26	33	1140
<b>Gifted/talented program</b>																						
Yes	0										0						517	28	65	6	1	1156
No	173	22	13	95	55	36	21	20	12	1148	171	13	54	21	12	1148	14350	3	35	27	35	1140

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number